

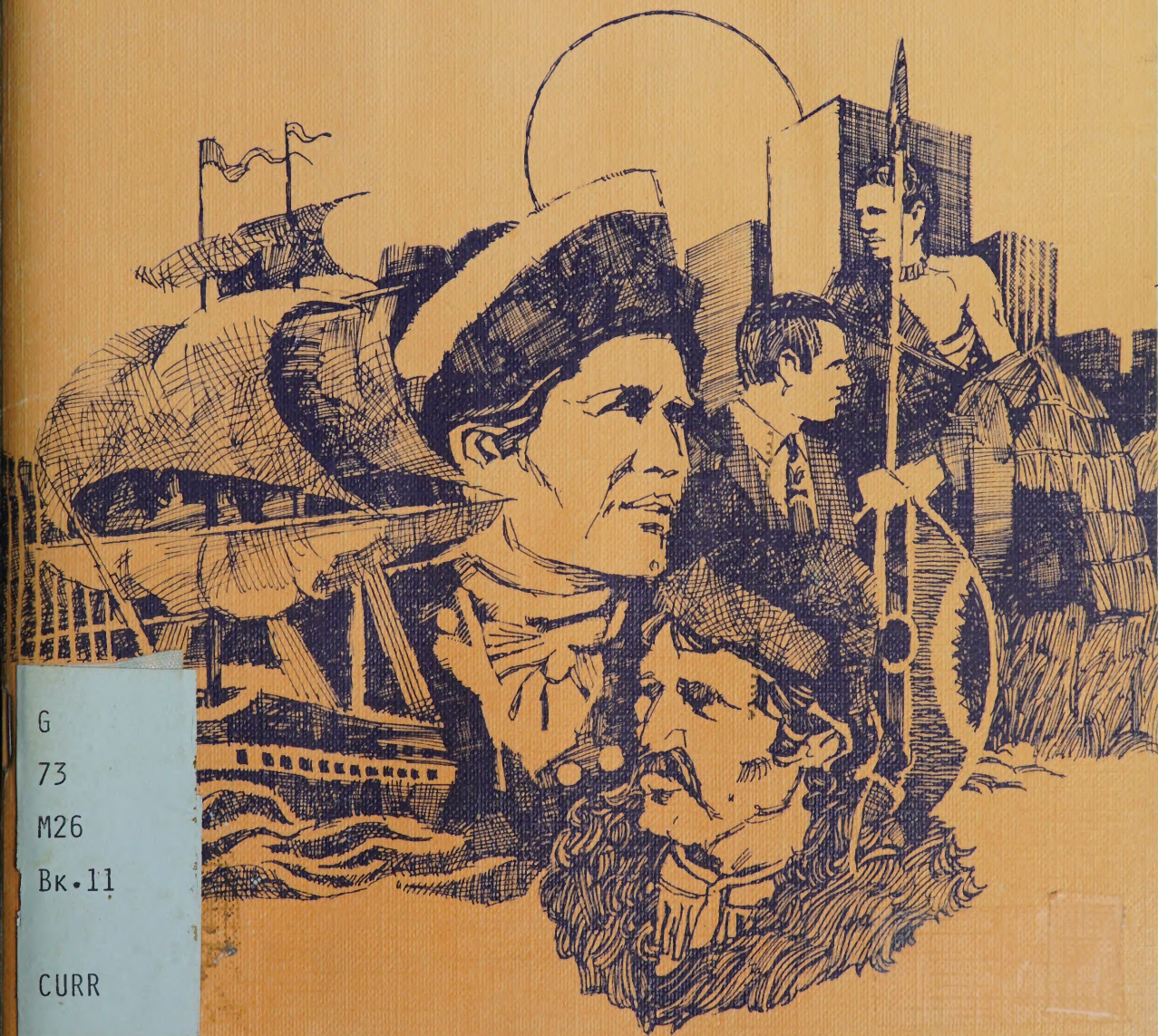
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# Understanding Communities

MAN IN HIS WORLD



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# Understanding Communities

James Forrester  
Douglas M. Gray



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## MAN IN HIS WORLD SERIES

James Forrester — Co-ordinating Editor

Nomadic Journey  
Gifts of the Nile  
Mexico Emerges  
Eskimo — Journey through Time  
Grassland Safari  
The Navigators  
Indians of the Plains  
Understanding Communities  
The Greeks — Struggle for Excellence  
China  
Kings of Peru  
Stone Age Man  
Hamilton — An Industrial Community  
Teachers' Guide

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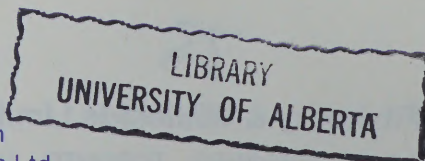
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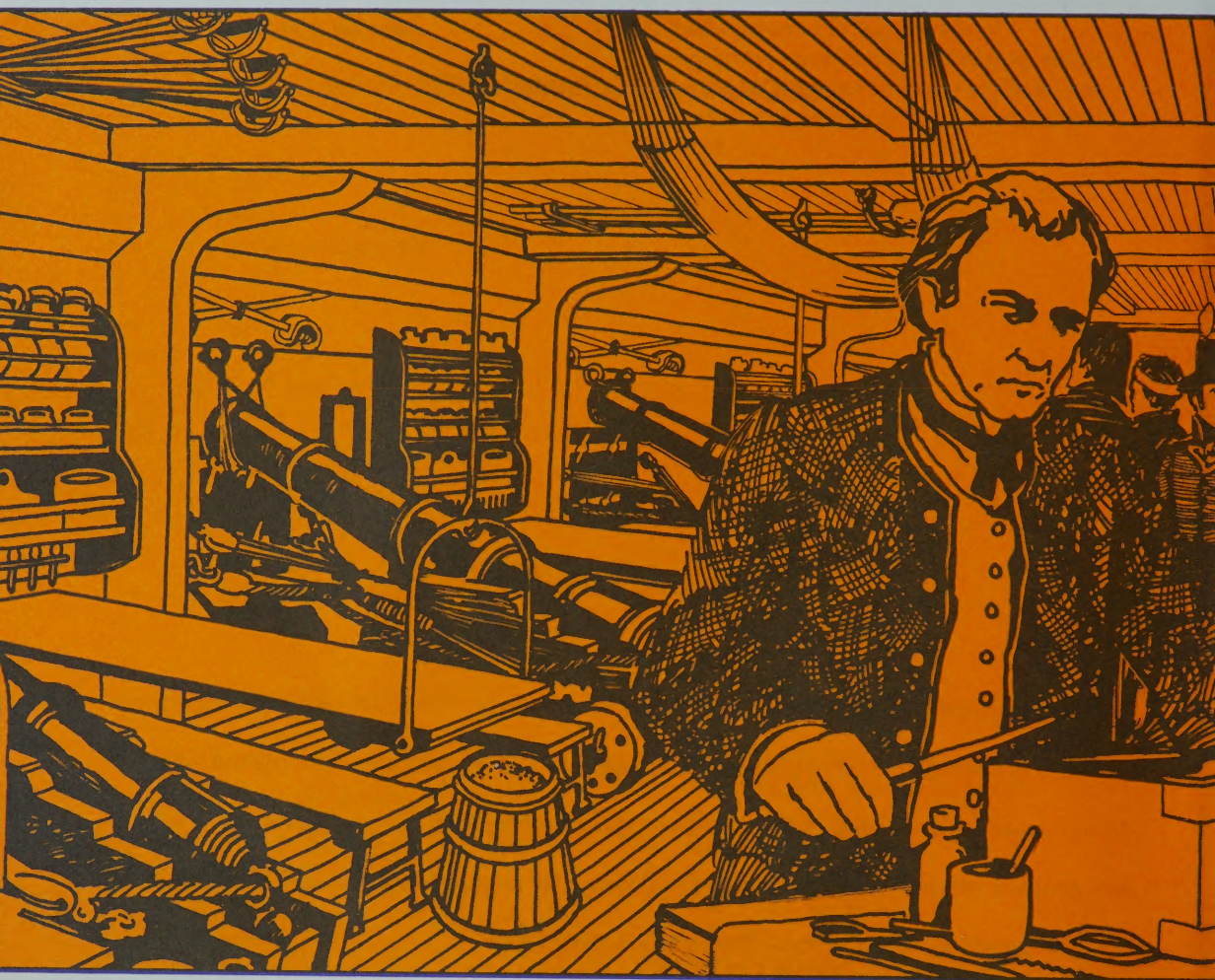
## Section A

### LOOKING AT COMMUNITIES

#### Unit 1/The Ship

The rising sun colours the morning sky. There is no trace of a wind. The ship sits motionless. Her sails droop from the yardarms. At about six bells, a breeze begins to ripple the sails. Soon the breeze becomes a wind. The sails fill out and the ship begins to move. The deck tilts gently to starboard as the ship gathers speed. By noon we can see the line of the Spanish coast; by mid-afternoon, the sails of enemy ships.

The shrill whistle of the bosun's pipe brings the crew scurrying to action stations. Water is splashed on the wooden decks to lessen the risk of fire. Sand is scattered on upper decks where blood will soon be flowing. Pistols, swords, muskets and pikes are placed so that boarding parties can reach them easily. Red-jacketed marines load their muskets and take their places. A hundred gun crews unleash their weapons; a hundred gun-ports swing open and a hundred black muzzled cannons are run out. Cannon balls are stacked nearby and the slow wicks are lighted.



Below decks in the sick bay, the Doctor prepares his instruments. The Chaplain says a prayer. His work will come later. On the quarter-deck, the Captain orders his signalman to read the message flying from the signal hoist of the Admiral's ship: F. O. R. M. L. I. N. E. O. F. B. A. T. T. L. E.



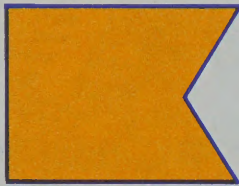


At a command, the wheel is swung hard to starboard. The crew scrambles to reset sails. The ship with the rest of the fleet swings into line of battle. By evening the sound of booming guns is heard. Fire and cannon balls fill the air.

## Ships of the Fleet



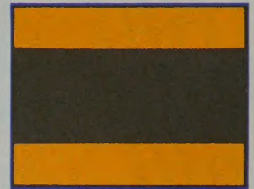
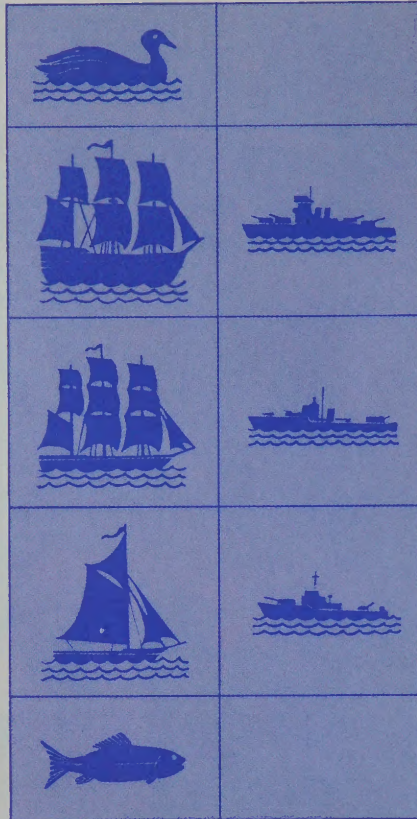
**A**



**B**



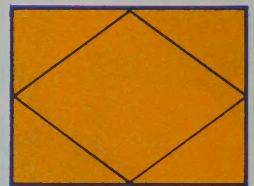
**C**



**D**



**E**



**F**

1. The diagram shows you ships from two fleets. Why?
2. Can you locate the ship from our story in the diagram? How can you tell?
3. Gather information about the ships in the above chart (size, speed, weight, crew, weapons, function).
4. There are two more ships that belong to the fleet on the right side of the diagram. One belongs at the top of the diagram and one at the bottom where you see the pictures of the bird and the fish.
  - (a) Draw in the ships that are missing.
  - (b) Why don't these ships belong to the fleet on the left side?



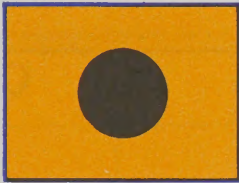
## The Ship's Clock



G



H



I

In order to tell time on board ship, a bell is used. Here is how it is done.

12 noon . . . . . 8 bells	3 p.m. . . . . 6 bells
1 p.m. . . . . 2 bells	4 p.m. . . . . 8 bells
2 p.m. . . . . 4 bells	

1. How many bells indicates 5 p.m.?
2. How is it possible to ring 8 bells for noon hour and 8 bells for 4 o'clock in the afternoon?
3. How many times would 8 bells be rung in a 24 hour day? What would these times be by the clock?
4. Did you read about the ship's bell sounding in our story? What time was it?



J



K



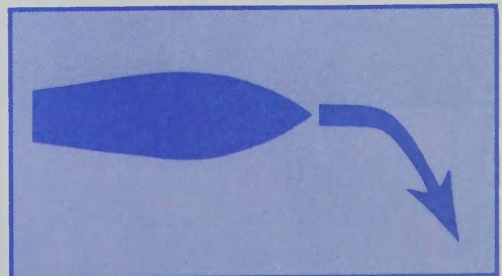
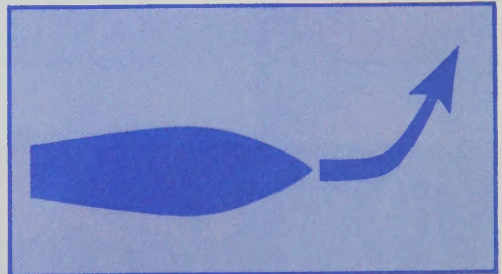
L

## Port and Starboard

When a ship turns to the right, it is said to turn to *starboard*. When it turns to the left, it is said to turn to *port*. The port side carries a *red* signal light; the starboard side carries a *green* signal light.

It is very dark as your boat moves slowly through the water. Suddenly, you hear the sound of an approaching boat. Your pilot looks ahead to see the signal lights of the approaching boat. What does the pilot learn if

- (a) he sees only a red light?
- (b) he sees only a green light?
- (c) he sees both a red and a green light?



## Unit 2/The Ship is a Community



M

Have you ever thought of a ship as a community? You have been reading stories about ships and you have been looking at pictures of ships. How can you tell if ships can really be called communities? Think of what you have already learned about communities and ships. Ask yourself two questions:

1. What things do communities do?
2. Does a ship do these things?

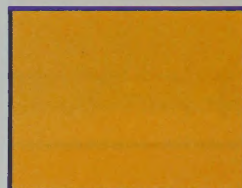


P

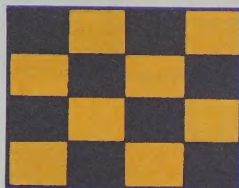
Here is an example of what we mean:

1. One task a community does is *exchange messages*.
2. Next, think of the stories and pictures about ships that you have studied and ask yourself the second question: Does a ship also perform this task? If it does, answer this question by writing an account of how a ship exchanges messages. Here is what you might write:

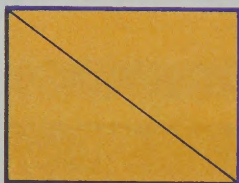
The Captain ordered his signalman to read the message flying from the signal hoist of the Admiral's ship:  
F. O. R. M. L. I. N. E. O. F.  
B. A. T. T. L. E. At a command, the wheel was swung hard to starboard.



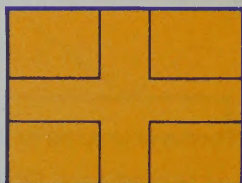
Q



N



O



R



Captain  
gives message



Signalman  
sends message



Signalman  
reads message



Ship acts  
on message





S



T



U



V

Here is what you can do:

- I. Try the same approach starting with the following task:

TASK – Communities must provide medical help.

1. Study the earlier story to discover whether or not the ship provides its crew with medical help.
2. Write a short story telling how the ship provides medical help.
3. Draw four pictures to tell your story.
4. Choose a title for each of your pictures.
5. Small ships would find it difficult to give the proper care to a badly wounded seaman. From the pictures of signal flags, choose those that would be needed to signal larger ships to bring medical help.

- II. Make a list of other roles or tasks performed by a community. Think of what you know about ships and see if the ship also performs such tasks.

1. Select the community activity you think best applies to the ship.
2. Write a story or description of it.
3. Draw four pictures about it.
4. Title the pictures.
5. Present the idea to the class by means of a ship's signal system.



W



X



Y



Z



## Unit 3/Trapped in the Ice



### DID YOU KNOW?

Fresh water freezes at 32 degrees.

Salt water freezes at a slightly lower temperature than fresh water.

When water freezes, it expands, or gets bigger.

Two ships, just like the one we have been reading about, lie trapped in the ice of the Arctic. They have been unable to move for three years. Their sails are wrapped tight and frozen to the yardarms. Their timbers crack as the ice presses against their hulls. Outside there is no other sound, and no one can be seen. There is only the cold and the endless ice and snow. The time has come for the captains of the ships to tell their men what must be done. The captains order every man on deck.

"Gentlemen, we have now suffered through three winters here without being able to free the ships. Our supplies will not last another winter. None of us wants to leave the ships. But we have no other choice. It is now April. We must try to reach safety during the summer months." "Begging your pardon, sir," an old seaman interrupts, "but where is safety?" The captain answers in a quiet voice. "One thousand miles from here, up the Back River to Fort Resolution. You see, it is now a question of staying alive.

We can no longer stay on the ships. Instead, we will divide into groups. The officers in each group will be in charge. The Quartermaster has a list of supplies. Since this is a matter of life and death, every member of each group should help decide what to take in order to reach Fort Resolution. Mr. Quartermaster! Post the list of supplies and equipment. Every group shall choose what it needs.

We will leave tomorrow. God protect us all."





If you had been one of the sailors, what 6 items on the Quartermaster's list would you say are the best things to take in order to reach Fort Resolution? What is your order of choice?

You must also decide whether or not to take personal articles:

- handkerchiefs
- towels
- toothbrush
- pocket watch
- comb
- soap

#### The Quartermaster's List

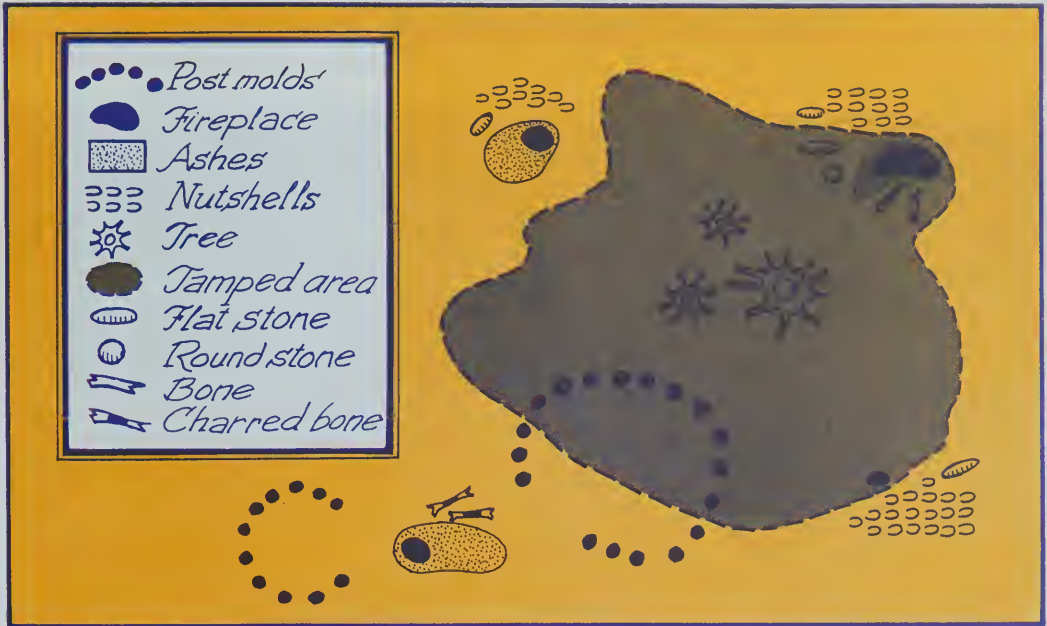
- 1 keg of nails
- 1 rowboat
- 1 box of matches
- 1 long-bladed skinning knife
- 1 copy of the book *The Vicar of Wakefield*
- 1 ball of heavy twine
- 1 large sleigh
- 2 casks of water
- 1 ship's log book
- 2 rolls of sheet lead
- 2 100-pound barrels of salted pork

## Unit 4/A Community of the Present

The story of Sir John Franklin shows a community (ship and crew) that was not suited to its environment (the cold and icy surroundings). When the crews abandoned ships and headed for Fort Resolution, they became a nomadic (wandering) community, for which survival was the main goal. To adjust to these new conditions and way of life proved very difficult for them. But some communities of wanderers have learned to survive in difficult environments. The picture below gives good indication of the strange environment in which some nomads live.







Look at the above sketch map. What does it tell you about how these people lived?

1. Look at the pictures on these two pages and describe how the people have learned to live in their environment.
2. What problems would you face if you had to live in such a country?
3. Would it be difficult for a Canadian to live as these people do? Why?
4. Would you be happy living there? Explain how you would feel and why.
5. Would these people be happy living in your home? Explain how they would feel and why.
6. The people of this strange land are friendly and happy. Why do you think they are?



## Unit 5/A Community of the Past



The town in the picture is shown as it appeared hundreds of years ago. The townspeople had many reasons for building the town the way it is shown.

1. What might be the purpose of building it this way?
2. What proof can you find that the townspeople were not wanderers?
3. Describe the life of this community.
4. What problems may have been found in this community?



## The same Community today



Hundreds of years later, the town has changed a great deal.

1. What changes do you think have taken place?
2. Why do you think these changes took place?
3. Draw a picture of the town as it might look today.

## Unit 6/A Community of the Future



1. List some of the things you know about conditions on the moon.
2. Like the town of many years ago, the town of many years from now has a wall. Why?
3. Suggest five important services that a city on the moon would have to provide.
4. To carry from Earth all the things needed for a moon city would cost a lot of money.  
Why are men willing to spend so much money to build a community on the moon?
5. What connections would there be between a community on the moon and a community on the earth?
6. Are there any places on Earth where man might build a city with a dome over it? Where?  
Why? When?



## Section B

### Unit 1/A New Community is Needed

TO THE DIRECTORS OF  
THE HUDSON'S BAY COMPANY

Gentlemen:



You ask me why I gave orders to build a new Company post in the Pacific Northwest. I am happy to send you my reasons. I have for some time seen the need for a post or settlement on the Pacific coast that was located farther north than our present settlements on the Columbia River. The new location helps the Company compete for the trade with Indians on the coast and with the Indians that live farther inland. The new location also has good farm lands in order to supply food to our many posts in the Pacific Northwest.



It is also my view that if we are forced to leave our posts on the Columbia River, this new settlement will then become the main centre for the Company trade.

I studied the maps of the Oregon Country and decided upon the new location. I then instructed Mr. McMillan to lead a party of men to the spot. Mr. McMillan chose the best possible spot in the area and erected the necessary buildings.

I am pleased to tell you that the settlement is doing very well.



Yours respectfully,

*George Simpson*

George Simpson  
Governor

1829



The question of where to locate the new community needed careful study. Governor Simpson looked at maps like the map of the Oregon Country shown here. Of course he kept in mind the reasons he mentioned in the letter to the Directors of the Hudson's Bay Company. On his map, he marked four possible locations, shown here as A, B, C and D.

1. Study Governor Simpson's letter and the details on the map. Which of the four locations would you choose? Write a list of reasons for your choice.
2. Can you tell why the Hudson's Bay communities seen on the map would soon be of little use to the Company?





Once Governor Simpson had decided upon the general area, he sent Mr. McMillan with a party of men to find good land on which to build the new community.

On the McMillan map, you can see how the party reached the chosen area. It then began to look for the best place to settle. Members of the party, however, could not agree. Some wanted to build at point 1, others at point 2, a few chose point 3 and several wanted point 4. Each group had good reasons for its choice. Which spot would you choose? Write down your reasons.

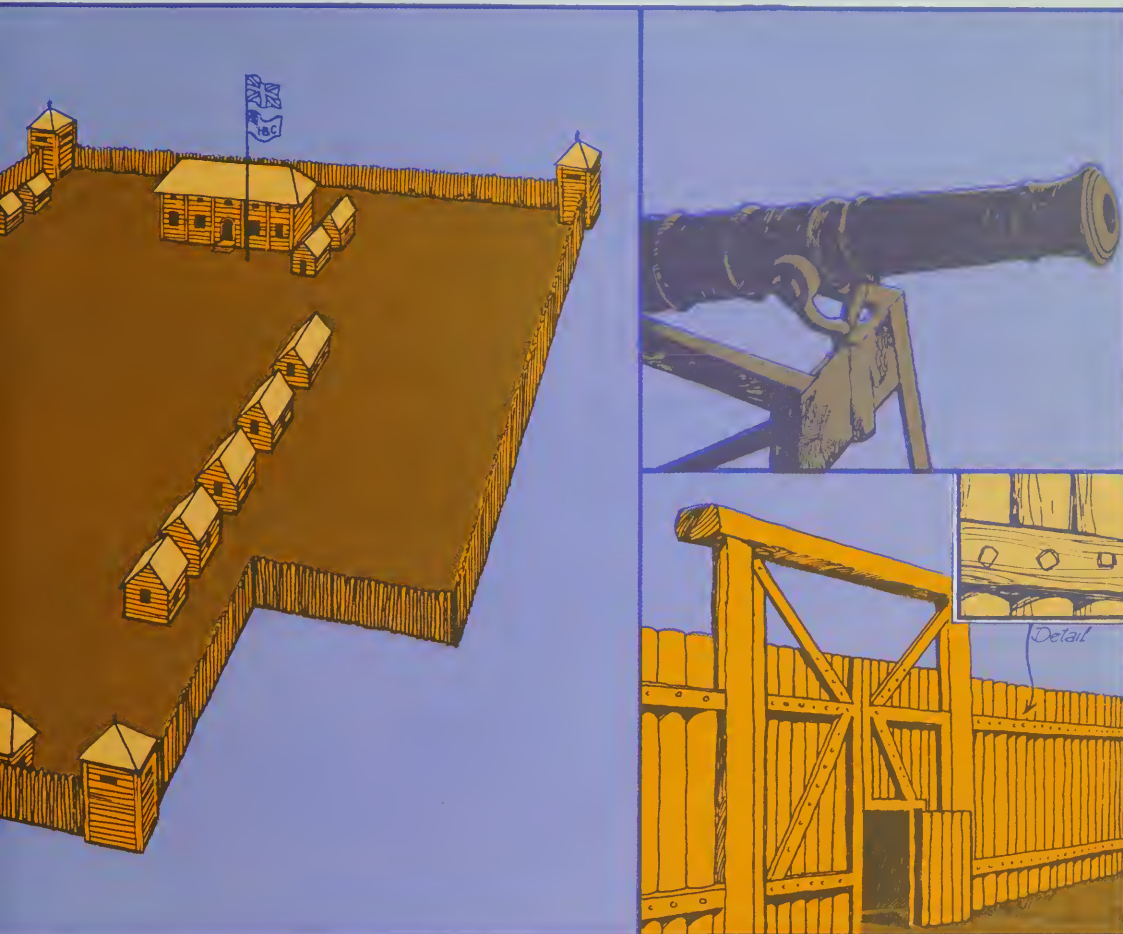
## Unit 2/A New Community is Born



The pictures tell a great deal about this new community.

1. The new community was named Fort Langley. In what ways is it similar to the *Community of the Past* that you saw on page 14?
2. The *Community of the Past* was built many years before Fort Langley, with towers and walls of stone. Would it not be better to build the walls and towers of Fort Langley out of stone? Why was this not done?
3. Study the picture of the main gate. How is it built? How does it open? Why is there a gate within a gate?





4. Why are the towers, or bastions, placed at the corners? Draw a picture to help illustrate your answer.
5. Notice how the wood is “nailed” together. Can you explain how this would be done? Is this way better than using real nails? Why?
6. Why does the Fort fly two flags?

### FORT LANGLEY

The fort community was named after Thomas Langley, a part-owner of the Hudson's Bay Company in 1783.

## Unit 3/The Community Provides Protection

### Under Attack!!

“Of all the Indian tribes along the coast, the one most feared was the Yuculta tribe. This fierce, bloodthirsty nation had forced some of the smaller tribes to flee up the Fraser River to the shelter of Fort Langley. The Yucultas boasted they would kill the intruders. The men at Fort Langley knew that before long the Yucultas would attack, and that when they did, there would be a fight to the death.

“It was 1837 when the Yucultas turned the high prows of their war canoes into the swift waters of the Fraser toward the Fort.

“Word of their coming soon reached Fort Langley. The alarm was sounded. Men working in the fields and along the river dropped what they were doing and ran for the Fort. The friendly Kwanthlens, Musqueams and Katzies disappeared into the shelter of the woods.

“The Chief Factor shouted orders. We ran to our stations along the walls and in the bastions. I loaded my musket and stared down river against the glare of the setting sun. We did not have long to wait. Out of the golden sunset, sweeping boldly around the bend, came a great many war canoes, paddles flashing in unison and catching the shafts of sunlight. I could count about twenty painted warriors in each of the canoes.

“Suddenly, as they came upon us, they let out a savage scream. I could feel the hair on my neck bristle and the palms of my hands sweat. But the order was passed down the line, ‘Hold your fire!’

“Finally, as the Yucultas swept before the fort, the signal to fire was given. From the bastions and galleries, a hail of shot greeted the closely packed canoes. Some were lifted clear out of the water; others split and sank. The entire channel turned red with blood of the dead or dying Yucultas. Then the Kwanthlens came from the forest and with knives finished what was left of the war party. The Indians say several thousand were killed. The Yuculta power was destroyed; Fort Langley was no longer in danger.”











## Unit 4/The Community must work



1. Describe the many activities carried on inside the Fort.
2. Why are so many activities carried on in the Fort?
3. Describe how the carpenter, cooper and blacksmith must all work together to build barrels.
4. Why are the buildings spaced so far apart?
5. Can you think of any other communities that make for themselves nearly everything they need? Why have they continued to do so?
6. In what ways does this community seem the same as the "ship" community?

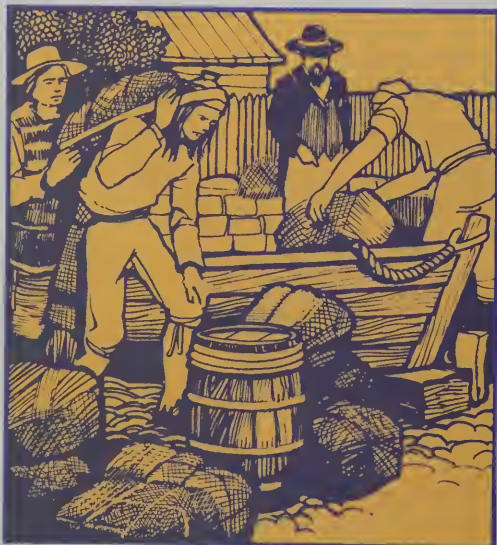




## The Langley Depot

A *depot* in the fur trade means a spot where the furs can be collected and stored. To the Hudson's Bay Company, Fort Langley was an important depot. Flat-bottomed boats called *bateaux* came down-river from Fort Hope in late June. It was a very pretty sight, for they came in a long line, one after the other. The fleet of bateaux was called the *brigade*. Each bateau was loaded with small packs of furs that the trappers had collected the previous winter.

During July the Fort was very busy. The brigade packs had to be unloaded, the pelts counted and sorted out. They were carefully looked at and piled according to quality. Then each fur was hung up to air and was cleaned by beating. When all this had been done, the fur pelts were pressed together and bundled into large *bales*. Each bale weighed about 100 pounds. The furs were now stored to await the steamer from Fort Victoria. All that remained to be done was the putting of labels on the sacking that covered the bales. Can you tell what the labels mean?



57 NB TR 18 92 lbs

Date Company Source Lot Weight

58 NB NC 2 86 lbs



# The Salmon Run



During the salmon run, the entire population of Fort Langley is put to work. Even before the run begins the Fort's carpenter is busy planing wooden staves and the blacksmith shop is ringing to the clang of hoopmaking. With these hoops, Mr. Cromarty, the cooper, skilfully constructs barrels of all shapes and sizes.

The salmon run to a fisherman means the time of year when the river is full of salmon fish. When the run starts there is no rest for the people at the Fort. Skilled Indian fishermen catch the silvery salmon. Boys of all ages grab the wriggling catch and run to the sheds, where the women gut and clean the fish.

Finally the fish are plunged into the big cauldron in which Mr. Cromarty has prepared the brine. They are then brined and packed in the barrels. The people do this all week, from early morning to late evening every day, until the salmon run is over.

---

## SALTED SALMON INDUSTRY

1846	800 barrels
1847	365 barrels
1848	1703 barrels
1849	
1850	2000 barrels

---

## THINGS TO KNOW

Salmon are born in the upper waters of the Fraser and similar rivers on the West Coast. They swim to the ocean and live most of their lives at sea. For most salmon, this would be from 5 to 7 years. In the end, the salmon return to the place of birth, there to spawn young salmon, and soon after die. The swim up river is usually in mid-summer. This is called the salmon run.

1. When the salmon run is on, in which direction are the fish swimming – upstream, or downstream? How do you know?
2. Mr. Cromarty's job is a *cooper*. What does a cooper do?
3. The carpenter *planes* wooden *staves*. From the pictures on page 27 can you point out these staves? Can you draw *one* stave?
4. *Plane* means to scrape or shave off the wood. Can you see why barrel staves need to be planed?
5. Can you see why the blacksmith is important too?
6. The women *gut* and *clean* the fish. What does this mean? Why must the fish be gutted?
7. *Brine* is a mixture of salt and water. How would Mr. Cromarty *brine* the fish? Why?
8. If you had lived at the Fort, which job would you be given at the time of the salmon run?  
Would you like this job?

The Fort Langley map, the charts, and the stories about the Langley Depot and the Salmon Run, all tell us that the Fort was a busy community.

1. Look at the Fort Langley map on page 31. What is the chief trade of the community?
2. Can you describe how Kamloops and Fort Langley depend upon each other?
3. Look at the map again. Can you see how the Fort Langley-Kamloops trade depends upon Fort Hope to help handle the trade?
4. The Langley Depot story tells of the many things that must be done to prepare the furs. Why was it best to perform all these activities at Fort Langley?
5. Fort Langley's trade was with many distant places, as well as local and inland. What information can you find that tells you this?
6. Look at the map again and you will see that goods from Fort Langley go first to Victoria. Can you suggest reasons why?
7. The circles on the Fort Langley map seem to say that Fort Langley is the central key to West Coast trade. Do you agree with this idea? Can you see any reasons to disagree?
8. The Fort Langley community grew very slowly. Can you give reasons why?

# FORT LANGLEY

Central depot of Hudson's Bay Co.

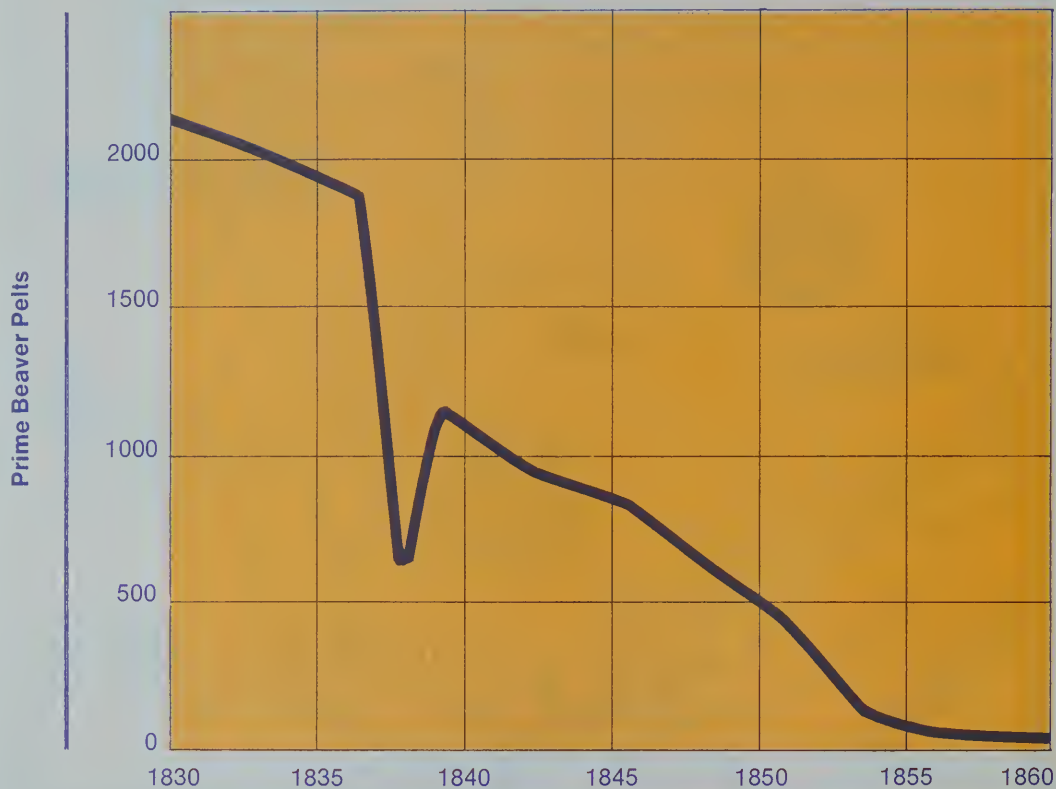
Fort Alexandria

Drawn  
in 1848  
at Fort  
Langley





### The Fort Langley Beaver Trade



### FASHIONS IN HATS



Cloth  
1500



Beaver  
1700



Silk  
1900



Straw  
1920

## GOLD RUSH

1858

1858

Gold has been discovered far up the Fraser River. Miners are rushing in from all parts of the world. What has been a private fur empire for the Hudson's Bay Company is being over-run by thousands of gold seekers.

June 1858, Fort Langley - The gold seekers are bringing much business to the town. In May and June total of 10,000 men have been waiting at the Fort for river boats to take them up to the gold fields. It is the town's good fortune that steamers cannot go beyond this spot and so the men must wait here for canoes and bateaux before they can go farther.

## FORT LANGLEY THE COLONIST CONTRACT ENDS

1867

1867

The agreement made with Russia in 1839 to supply traders in Alaska with wheat, peas, beef, butter and hams is now at an end. This has been a profitable market for the farms on the Langley prairie.

## YANKEE TRADERS

1832

1832

The Indians, H.B. Company officials report, are making trade difficult at our prices. This, they claim, is caused by American traders who are supplying goods more cheaply than the Company. The Yankee traders supply the Indians with brandy and guns.

Beaver prices quoted at Fort Langley for 1833.

1 HB Blanket	10 pelts
1 Rifle	20 pelts
18 Bullets	1
1 Axe	3
1 File	2

Note: Selling guns, bullets and whiskey was against Company regulations. In 1832 Governor Simpson allowed the sale of these items in Posts on the Pacific.

## U.S.A. Purchases Alaska

1867

1867

William Seward, Secretary of State for the American Government announced to-day the purchase of Alaska from Russia. The cost of the purchase is said to be \$7,200,000. Fort Langley: The Chief Factor at the Langley post recently reported the farm production for the year 1850. The farm on the Langley prairie reports 245 acres under production. Besides crops of wheat, peas, and potatoes, the farm supports 195 cattle, 180 pigs and 15 horses.

## OREGON DIVIDED

1846

1846

Great Britain and the United States have agreed to divide the Oregon Country. The dividing line is seen on the map of the Oregon Country. Lost to Great Britain are the Hudson's Bay Posts of Ft. Astoria and Ft. Vancouver.

## Section C

### COMMUNITIES CHANGE AS CONDITIONS CHANGE

#### Unit 1/Changes in Travel

Until 1858, the only sea-going ships to sail the Fraser River were the Hudson's Bay Company steamers the "Beaver" and the "Otter." Because of their deep *draught*, they could only sail up the river to Fort Langley. But in the summer of 1858 a Yankee *side-wheeler* called the Surprise churned past Fort Langley and travelled 78 miles up river to Fort Hope.

That summer the Surprise made fifteen trips from Victoria to Fort Hope and carried 500 miners each time.

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#### DID YOU KNOW?

The "draught" of a ship refers to the depth of water she needs when fully loaded to sail without scraping bottom.





During the 1860's, a new kind of vessel entered the river. This was the *stern-wheeler*. A stern-wheeler was a flat-bottomed barge that had a very shallow draught. In some cases these vessels could float in only two feet of water. There are stories of captains who ran their craft at full speed up on sand-bars and "walked" them over on the churning blades of the large stern paddle-wheel. With their shallow draught they could easily sail up the Fraser River to Fort Hope. At one time there were as many as eight of these stern-wheelers on the river.



Because of their blunt bows, stern-wheelers needed no landing docks. The captain would simply run the ship up on the shore, then throw out a landing plank. To get her back into the river, he'd just give a few quick reverse turns with the stern-paddles and she would be back in mid-stream.

But the stern-wheeler was only useful on the rivers.

As more goods and supplies were needed, they would have to be carried by larger, sea-going ships. These big freighters and ocean liners would in turn need new communities to serve them.

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#### THINGS TO KNOW

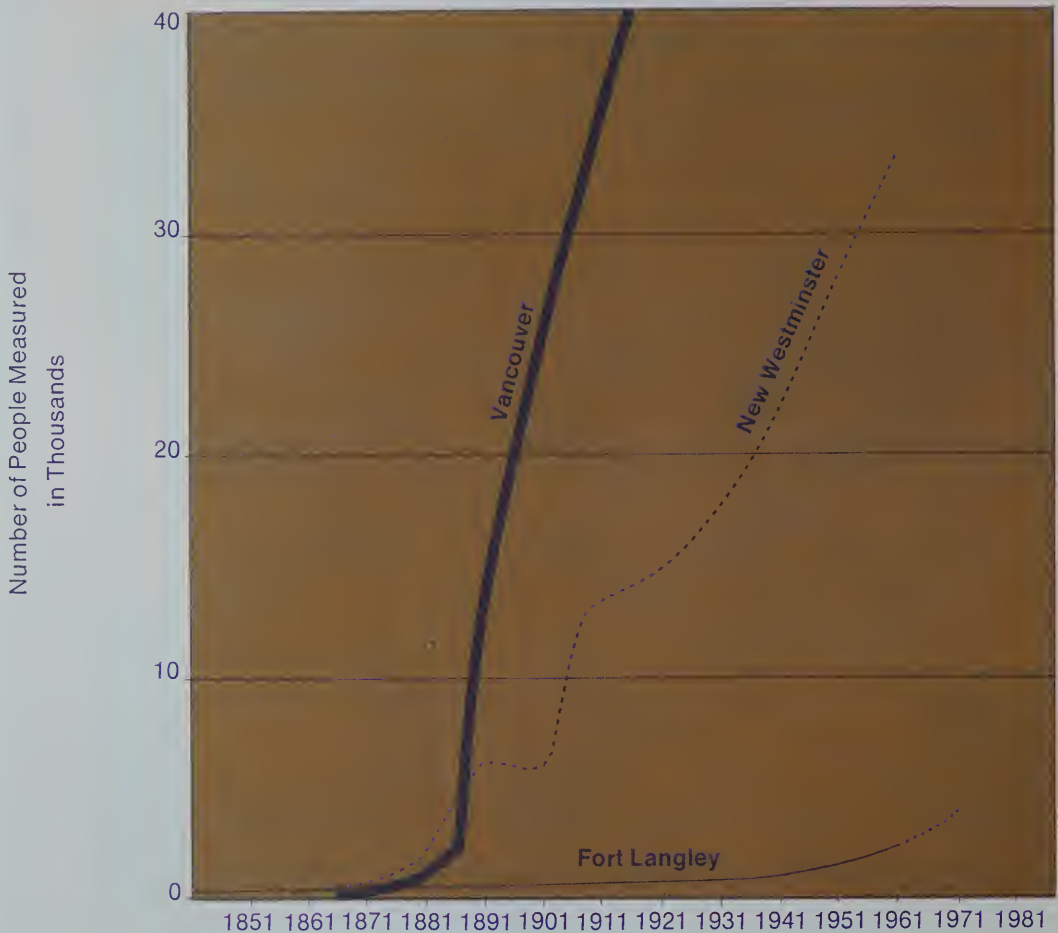
The great spring flood of the 1860's swept out the sand bars blocking the north channel so that it became the main shipping channel.







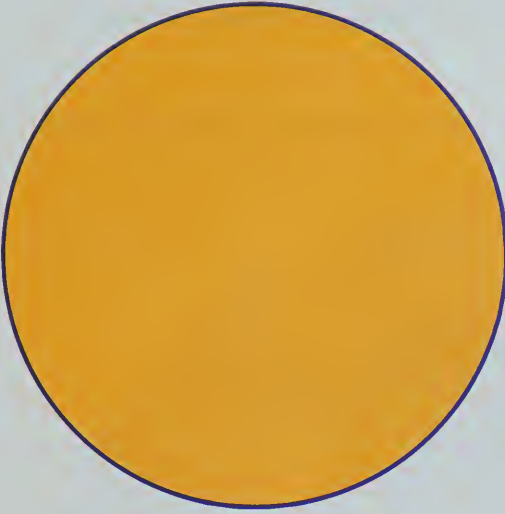
**The Growth of Three Communities**



### **A PIE-EATING CONTEST**

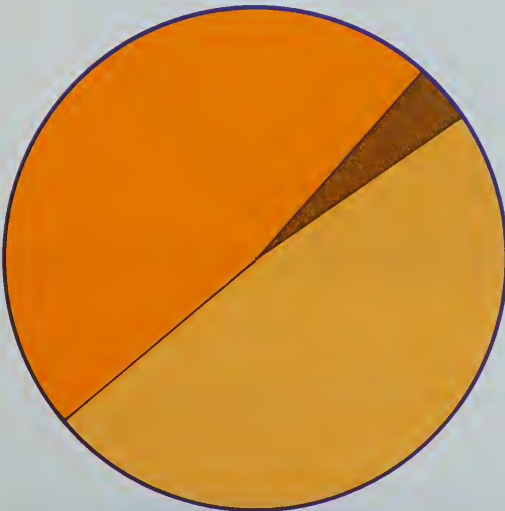
In 1856, The Fraser Valley Raspberry Growers decided to hold a raspberry pie-eating contest. The winner would be the person who could eat the most pie. Only one man entered, however, Mr. Fort Langley.

1. How does the pie-chart show that only one man entered the contest?
2. How does the graph called THE GROWTH OF THREE COMMUNITIES explain why there was no contest?



In 1876, the Fraser Valley Raspberry Growers agreed to try again. This time there were two other pie-eaters in the contest in addition to Mr. Langley.

1. Can you name the other two pie-eaters?
2. Using the graph, THE GROWTH OF THREE COMMUNITIES, and some arithmetic, discover the age of each of the three pie-eaters.
3. Read the story about community change. Why do you suppose one of the new entries is doing so well?



A third pie-eating contest was held in 1886 and a fourth in 1966. The results of these two contests are not shown.

1. Using the graph, THE GROWTH OF THREE COMMUNITIES, find the results of both of these contests. Show what you have found by dividing the two pies.
2. How do you explain the results of these two contests?



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#### **DID YOU KNOW?**

These pies are not really raspberry: they are “people” pies.

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## Unit 3/Fort Langley: Then & Now



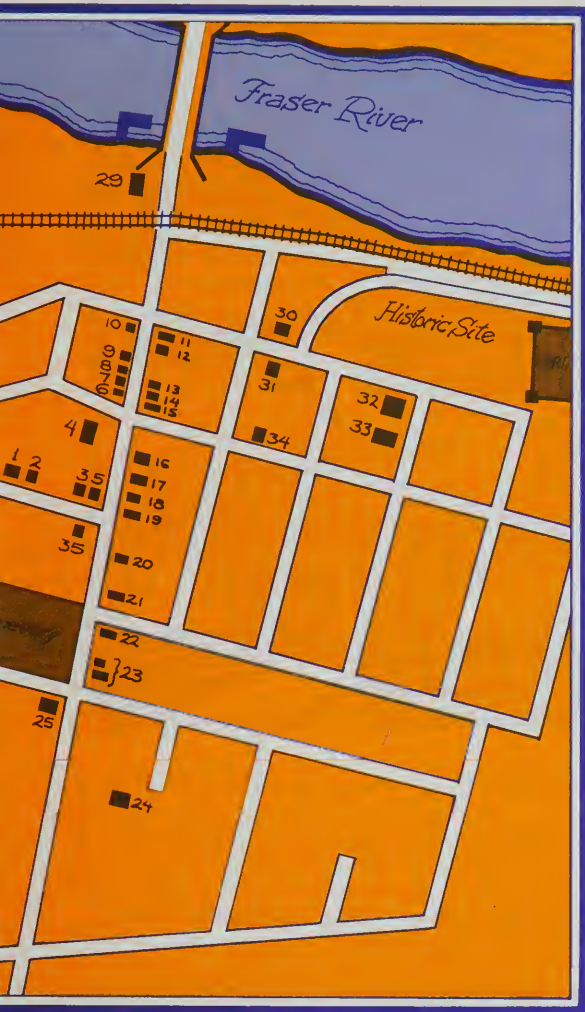
### FORT LANGLEY: THEN & NOW

1. Fire hall
2. Electric appliance store
3. Snack bar
4. Community hall
5. Beaver Post: souvenirs
6. Old grocery store
7. Old drug store
8. Bank of Commerce
9. Barber shop – gift shop
10. Service station
11. Lucky \$ Store:  
Fort supplies
12. Hardware store
13. Real estate office
14. Beauty salon
15. Restaurant
16. Post office
17. Art studio



1. Using the map of modern Fort Langley, draw a simple plan to show:
  - (a) the business section,
  - (b) the industrial section,
  - (c) the residential section.

Use a different colour to represent each section.

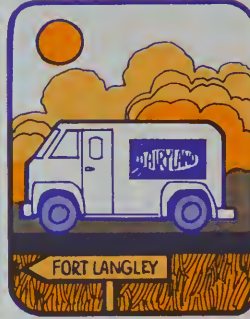
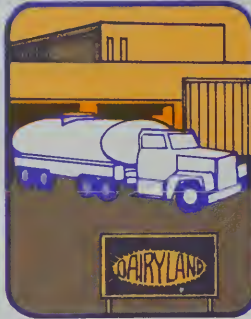


18. Bank
19. Drug store
20. Old Marr House
21. The Outpost
22. Old store
23. Garage
24. Fort Langley Elementary School
25. Old St. Andrew United Church
26. Fort Langley Junior Secondary School
27. Farms
28. McDonald Cedar Products Limited
29. Fort Hotel
30. Beauty salon
31. Garage
32. Centennial Museum
33. Farm Machinery Museum
34. Anglican Church
35. Derby Drive-Inn

2. How did the town plan and the pictures of modern Fort Langley help you in drawing your simple plan?
3. In what ways is the arrangement of the town good?
4. Make a list of the community services not found in Fort Langley.



## Unit 4/Communities Work Together

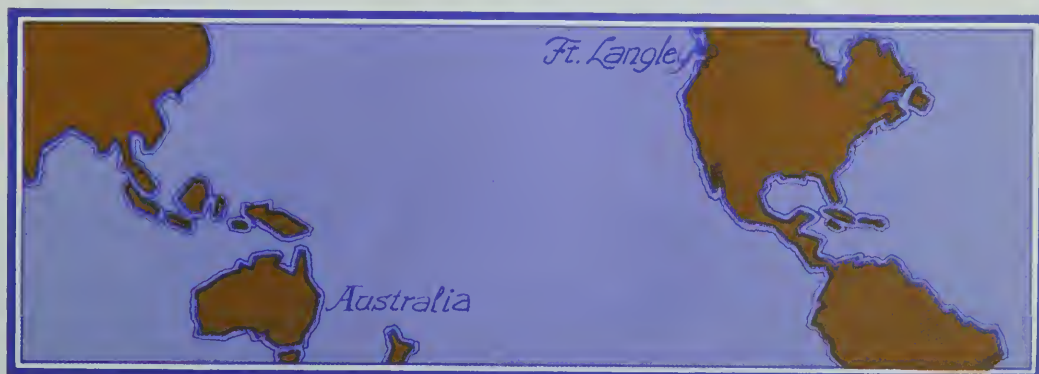


### STUDY THESE DRAWINGS

1. How has Fort Langley used the river flats surrounding the town? Why were these flats previously of very little use?
2. On the map of modern Fort Langley, where would you locate the farm in the second picture?
3. How does Fort Langley depend upon another community? How does that other community depend on Fort Langley? Which drawings show this?
4. If the truck drivers in the drawings decided to stop working, how would that affect the activities in the other drawings?



1. Write a story about the lumber industry of Fort Langley.
2. Show how the environment of British Columbia helps this industry.
3. Show how communities work together to make life better for everyone.





1. Write a story about the salmon fishing industry of Fort Langley.
2. Show how the environment of British Columbia helps this industry.
3. Show how communities work together to make life better for everyone.
4. Remember what you read about the salmon run at Fort Langley in Section B. How has salmon fishing changed? Why?







Suppose the man in these pictures is your Dad.

1. Write a story of how Dad spends his day.
2. Why does Dad have you live in Fort Langley? Why not in the city?
3. Most of the people living in the new house areas of the town do the same. Why has this driving to work been something new? It was not done before.
4. Do you think you would like living this way?



Which route would the man follow between Langley and Vancouver?



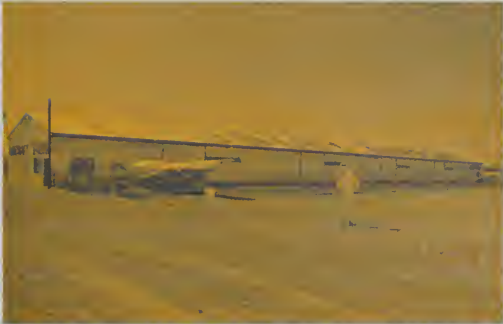
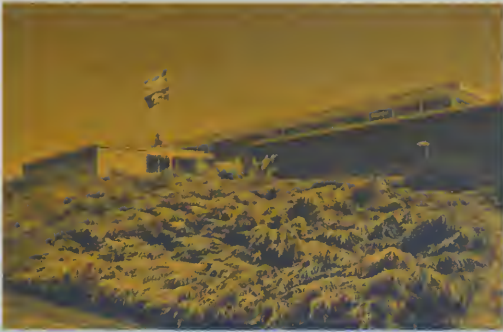




## THE MUNICIPALITY OF LANGLEY

1. The Municipality of Langley shown on the map provides Fort Langley with many of the services it was missing on its own. Review the list of community services you found missing in Fort Langley (pages 42-43). See if you can locate them within the Municipality.
2. Explain why the services are located where they are.
3. (a) Imagine that you are nine years old and that you live in Walnut Grove. Refer to the map and suggest where you will attend school. Name the school.  
(b) Imagine that you are fourteen years old and that you live in Walnut Grove. Where will you attend school? What is the name of the school?  
(c) Imagine that you are seventeen years old and living in Walnut Grove. Where will you attend school? What is the school's name?  
(d) Why is the school system arranged this way?
4. A few years ago a two-storey clapboard house stood next to the church located on the Glover Road at St. Andrews St. This house was burned to the ground. Why was the Fire Department unable to save it? As a means of answering this question here is what you can do:
  - (a) Locate the nearest fire station and estimate the distance involved.
  - (b) The nearest station has two pumpers, one tanker, and about 10 volunteer firemen. Find out how this fire station operates. It may help you explain why the house burned down.





## Section D

### COMMUNITIES PERFORM SPECIAL TASKS

#### Unit 1/Early Victoria and Esquimalt

Like Fort Langley, Victoria, British Columbia was a Hudson's Bay Trading Post when it was started in 1843. At that time, it was necessary to provide protection so Victoria was built in the same style as Fort Langley.





Look at the following map.

Find two areas that would be good places for ships to harbour.



Read list A and list B. Mark on the map on page 53 harbour A and harbour B using the lists to help you make up your mind.

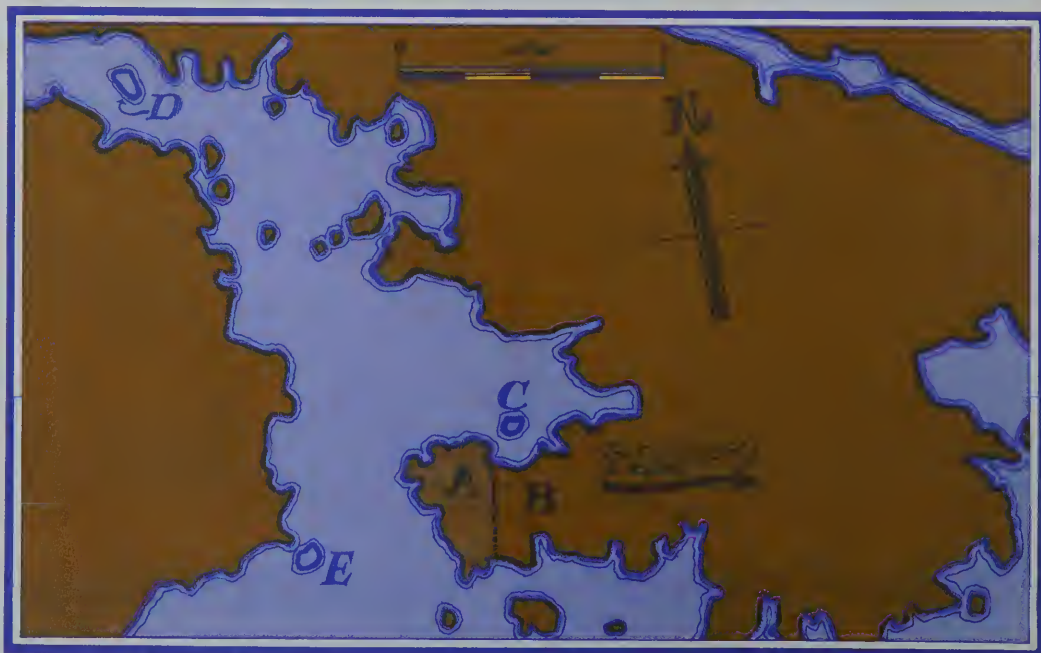
**List A**

sheltered  
deep  
easy to enter  
large  
forested shore  
healthy climate  
close to coal supplies  
several islands  
some fresh water shortages  
shallow soil

**List B**

sheltered  
deep  
narrow entrance  
double harbour  
well timbered  
healthy climate  
close to coal supplies  
lots of fresh water  
good soil deposits  
level land

Which harbour would you choose as a site for a naval base? Give all your reasons.



On the above map place the pictures of old Esquimalt (page 55).



This is where the Royal Navy chose to locate its naval base. They built a village, a place to store gunpowder, a lighthouse, a hospital, and a place for ships to load coal and be repaired.

(Use the locations A, B, C, D and E shown on the map opposite.) Give reasons for your decisions.

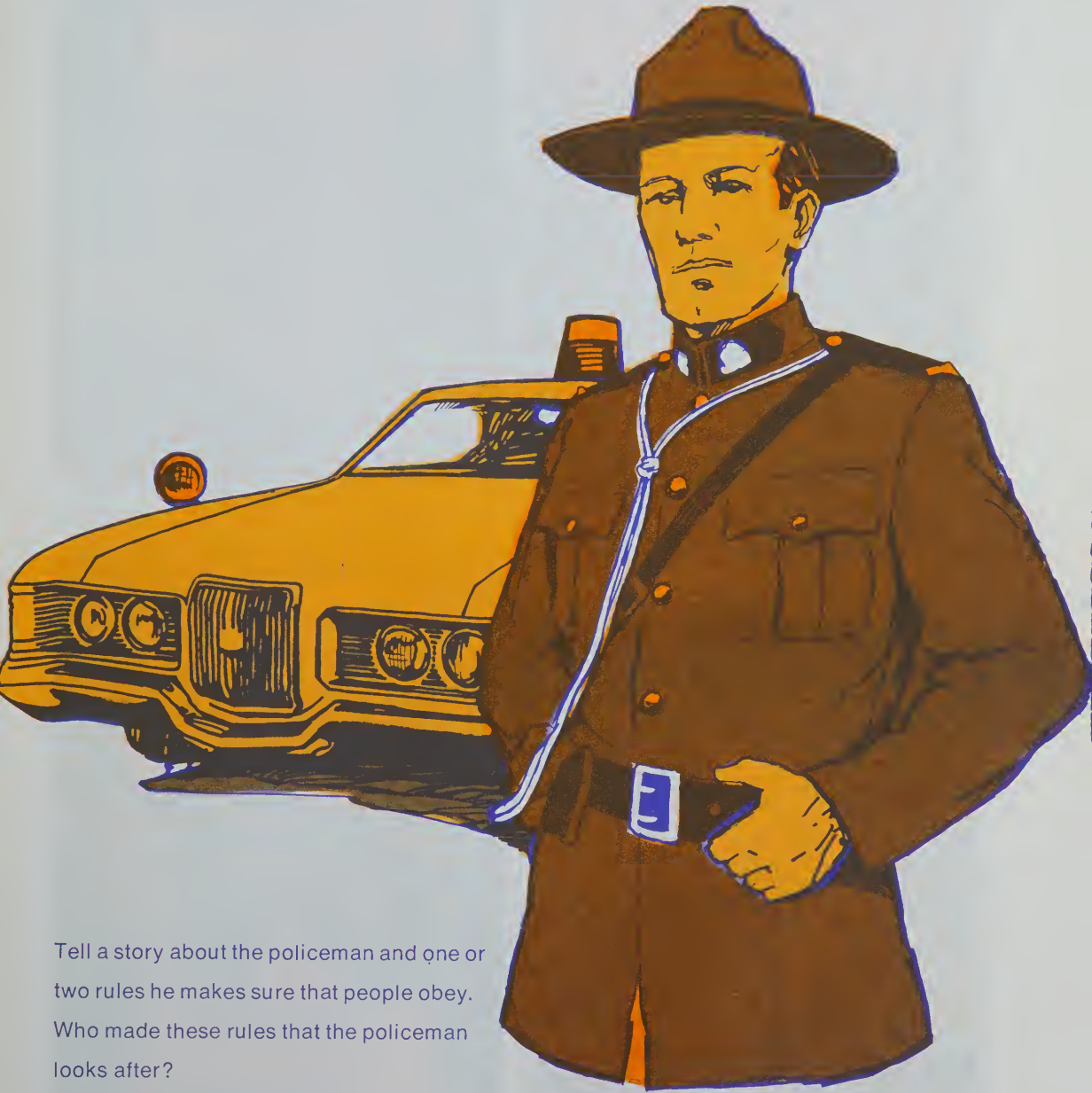


## Unit 2/Modern Victoria

Look once more at the pictures of Fort Victoria harbour as they were in 1878. Look at the picture of modern Victoria. Make a list of the changes you see that have taken place. Why did these changes take place? Draw a picture of what Victoria may look like in the year 2058.



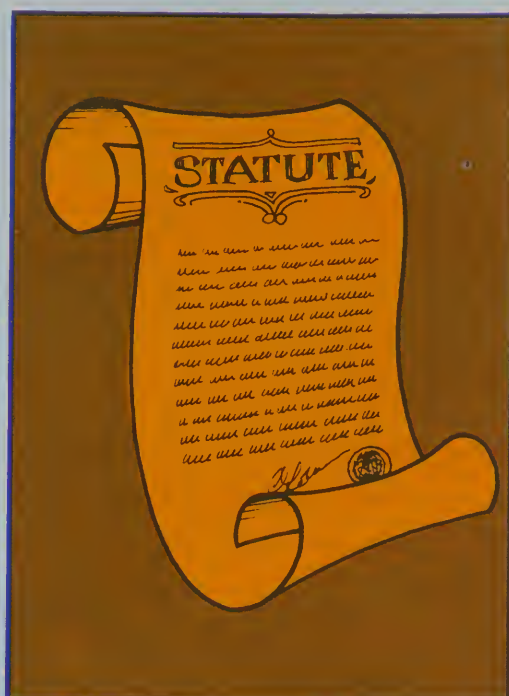
Do your father and mother have rules that you must follow at home? Print two or three rules of your house. Why do your parents make rules? Does your teacher and your school have rules you must obey? Name a few and tell why these rules are set.



Tell a story about the policeman and one or two rules he makes sure that people obey. Who made these rules that the policeman looks after?

Where were the rules made?

Why were they made?





The men and women who are *elected* and who *represent* us in *parliament* are called *legislators*. Can you tell what this sentence means to you?



How is Victoria tied closely to all other communities and people in British Columbia?

The activity of government ties Victoria with the other provinces of Canada. How? Why?

This activity also ties the city with many other parts of the world. How? Why? Do you think Victoria is a good location for the government of British Columbia? Explain.



Tell how the lumber industry of Vancouver Island is closely tied to the climate of Vancouver Island. Tell how Victoria and the forests are related.



How does the lumber industry join Victoria to other communities?



Victoria is, for many people, a quiet place to rest. It is also a place that people on holiday like to visit.



Show how the climate of Victoria is a help to the activities pictured. What changes in activities would you expect between July and January? Why?



What are the main differences between these pictures and those on the opposite page?  
Suggest reasons for the changes you see. Which use of the community would you like best? Why?

When tourists visit Victoria they spend money on many things, some of which they cannot take home. If you were a tourist in Victoria, you too would pay for things you cannot take home. What would some of them be?



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black and white. 35mm: 105B 0152 027;  
16mm: 106B 0152 027.  
A brief history of the fur trade in Canada, showing its effects on exploration and settlement.
- Change in the Western Mountains*.  
12 minutes 17 seconds, colour.  
16mm: 106C 0166 043.  
The people and industries of British Columbia, and recent changes in their traditional occupations of lumbering, mining, fishing.
- Fraser's River*. 14 minutes 38 seconds,  
colour. 35mm: 105C 0158 028.  
16mm: 106C 0158 028.  
Traces the Fraser River from its source to its mouth at Vancouver; shows the river's influence as a lifeline of commerce and communication.
- These films are available from the National Film Board of Canada. For information about purchasing or borrowing them, contact the nearest office of the National Film Board, or write to the Distribution Branch, National Film Board of Canada, P.O. Box 6100, Montréal 101, Québec.



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